

St Oswald's CE Primary Pupil Premium Strategy Statement 2021-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Oswald's CE Primary
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sue Bland, Headteacher
Pupil premium lead	Sue Bland
Governor / Trustee lead	Tom Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from individual starting points and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and those who are a young carer. The activity we have outlined in this statement is intended to support the needs of all disadvantaged and vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention, including the School Led Tutoring initiative, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Low numbers of PP children and high mobility in school can make it difficult to track cohort progress, but generally Pupil Premium pupils begin their time at our school working below the expected level in writing and the gap is not closing by the time they reach the end of KS2.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils, particularly disadvantaged girls, is significantly below that of non-disadvantaged pupils.</p> <p>High mobility in school presents challenges in tracking the progress of groups of pupils. Pupil Premium pupils generally begin their time at our school working below the expected level in maths and although the gap is closing slightly by the time they reach the end of KS2, they are still working below their peers.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by Covid-related school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including the impact of parental mental health for some pupils, and a lack of wider enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The number of pupils identified for emotional support have markedly increased during the pandemic. 27 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, and they are receiving individual or small group interventions.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.8% - 3.4% lower than for non-disadvantaged pupils.</p>

	As an average over the last 3 years, 20% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during the same period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.
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Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 combined reading, writing and maths outcomes are greater than national for disadvantaged pupils meeting the expected standard. NB. Nationally, 59.9% achieved this standard in 2023. School figure 0% (0/3 pupils).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in the number of pupils, including those who are disadvantaged, requiring wellbeing intervention
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 11%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Update Pupil Premium Passports, to include diagnostic assessment.</p> <p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p>	<p>1, 2, 3, 4</p>
<p>Purchase of Catch-Up resources for Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, supported by professional development and training for staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Enhancement of our teaching of core English and Maths skills and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths and English Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>The Reading Framework, published in July 2021 provides a clear framework and</p>	<p>1, 2, 3, 4</p>

	<p>expectations for the teaching of reading/ early literacy in our school.</p> <p>The Reading Framework:teaching the foundations of literacy – all sections and appendices</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches, including zones of regulation, will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Member of staff allocated to champion the progress of pupil premium progress in school.</p> <p>Additional staff will be allocated to support the wellbeing of vulnerable pupils.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Wellcom to screen and address speaking and listening skills for all pupils, including disadvantaged, who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through our whole school Little Wandle Phonics programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4
Engaging with the School Led Tutoring Programme to provide a blend of tuition and mentoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 5

impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of SLT to attend NPQ training on developing behavior and culture in school. Whole staff training on behaviour management to further embed our ethos and improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £43,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Unlike last year, where disadvantage pupils outperformed non-disadvantaged pupils, in 2023 none of our 3 disadvantage pupils reached the expected standard at the end of KS2. Unfortunately, the 2 disadvantaged pupils achieved lower than their peers in statutory assessments in Y2, and in internal assessments in every other year group. Our internal assessments during 2022/23 suggested that the overall performance of disadvantaged pupils remained lower.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted pupils' progress in embedding basic skills, particularly in writing. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Although overall attendance in 2022/23 was higher than the national average, at 95.3%, persistent absence among disadvantaged pupils was lower than their peers, with 27.5% of disadvantaged pupils having persistent absence (compared to 5% of non-disadvantaged children). Persistent absence is still a concern for disadvantaged pupils, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over recent years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Little Wandle letters and Sounds	Wandle Learning Trust
Bug Club	Pearson
Seesaw	Seesaw-for-schools

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • 'Pupil Premium Champion', working with individuals and small groups throughout school according to individual needs, and supporting service pupils at times of transition for children and deployment of parents • Resources to support the work of the Pupil premium Champion
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Service pupils attained higher than non-service peers in combined R/W/M at the end of EYFS, Y2, Y4 and Y6. • Positive feedback from parents about the support offered to service pupils during parental deployment and pupil transition into and out of the school

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.